Group 2

Paul, Monica, Samantha, Ken

For this activity, you will analyze an oral history lesson(s) from [the Library of Congress Classroom Materials](http://www.loc.gov/teachers/classroommaterials/lessons/) based on your assigned group. Determine/Discuss how your assigned oral history lesson(s) reflect the criteria of disciplined inquiry as discussed in Chapters 4 and 5 of the *Doing History* textbook. You should address the following sections as part of this analysis: Drawing Conclusions and Reflecting on Learning (p. 36), Imaginative Entry (p. 47), Collecting and Interpreting Information (p. 48).

Additionally address each of the following bullets to complete this assignment:

* Ken--Describe how the relevant characteristics of **disciplined inquiry** are used in this lesson. Attempt to address each of the disciplined inquiry characteristics as discussed in Chapters 1 and 2 of the *Doing History* textbook.
* Paul--Determine the initiation, modeling, guided and independent practices that are used in this lesson. If the lesson doesn’t address these, then devise these for this lesson based on what is missing.
* Monica--Describe at least two assessment(s) in this lesson and then discuss at least two additional assessments that could be used with this lesson.
* Samantha--Identify/discuss at least three differentiated instruction (DI) modifications you could make to this lesson(s) to accommodate diverse learners. See Chapter 6 in the *Understanding by Design* textbook for numerous strategies to differentiate the content, process or product of a lesson.
* Everyone--Finally, create one extension that could be used with this lesson (see p. 53 in *Doing History* textbook)

Create a presentation and post this to the [Oral History page](http://bsusocialstudies2015.wikispaces.com/) on the wiki.

Group 2: [*The Grapes of Wrath*: Voices from the Great Depression](http://www.loc.gov/teachers/classroommaterials/lessons/migrant/)

How the relevant characteristics of **disciplined inquiry** are used in this lesson.

This activity involves some of the basic stances of history. The identification stance where we look for connections between ourselves and people in the past. We know this because the Activity asks us to find words that they used to use that we no longer use or how they used differently.

You could make the argument of a moral stance as well, as were looking at pictures during the great depression and may possibly wonder why there wasn't more help given by the government or judge the people because they might have stolen something.

As both of those methods or stances are emotional and personal the analytic stance which is what this section is asking to do is also present. The students are looking for specific things in the pictures and the words of that timeframe.

This lesson clearly states the goal is to learn how to research library of Congress collections also to work on analyzing primary sources as well as helping students understand politics of the great depression.

This lesson includes in-depth understanding by having the students not only select pictures from the timeframe and analyze them but then compare them to excerpts from news clippings and soundbites from voices from the dust bowl and then also reading The Grapes of Wrath and making comparisons.

The lesson asked the teachers to model each aspect before the students do it themselves there by scaffolding and doing then doing with the students and then having the students do it by themselves.

The assessment at the end of the lesson also incorporates almost all aspects of what they did by providing a scrapbook that has them explain the character of one of the people they researched as well as including photographs descriptions of Ferguson songs and letters from the time this will show the students really understand how to research as well as analyze photos in the words from the past.

PG,

Grapes of Wrath:

Overview - students create a scrapbook from the point of view of a migrant worker, providing evidence of the colloquial speech used by the migrants and the issues affecting their lives.

**Initiation** – Lesson / Activity 1.

Lesson 1, starts off with Analyzing a Photograph. (1 of several), to highlight American life between 1935 and 1944. It is recommended to provide some background information on these photos ie…

*“In order to build support for many of the New Deal programs, President Roosevelt pursued a set of initiatives, in aiding the poorest of farmers displaced by the depression. One of which was the U.S. Government photography project that guided in aiding a succession of government agencies, commonly known as The Farm Security Administration—Office of War Information (FSA-OWI). This project produced some of the most iconic images of the Great Depression and World War II.”*



**John Collier, Jr., Farm Security Administration photographer, full-length portrait, seated on lawn with boys in the background**

**Modeling –** (See Example)

Teacher explains how each student is to choose a photo from the archive. ( In the computer lab,) Teacher models, “searching” utilizing key words such as “Migrant”, “California migrant”, and show how each keyword search results differently in Quantity and relevance. Teacher also models that once a picture is obtained, how to print a copy of it.

Teacher then models the use of a Graphic Organizer (Primary Source Analysis Tool) , analyzing the photo, using the appropriate questions (from Teachers Guide). And them save their thoughts and insights about the photo to be used with their completing their scrapbook.

**Guided Practice –**

It is not stated, but implied that teacher will provide assistance in lab work, and in completing “Primary Source Analysis Tool.

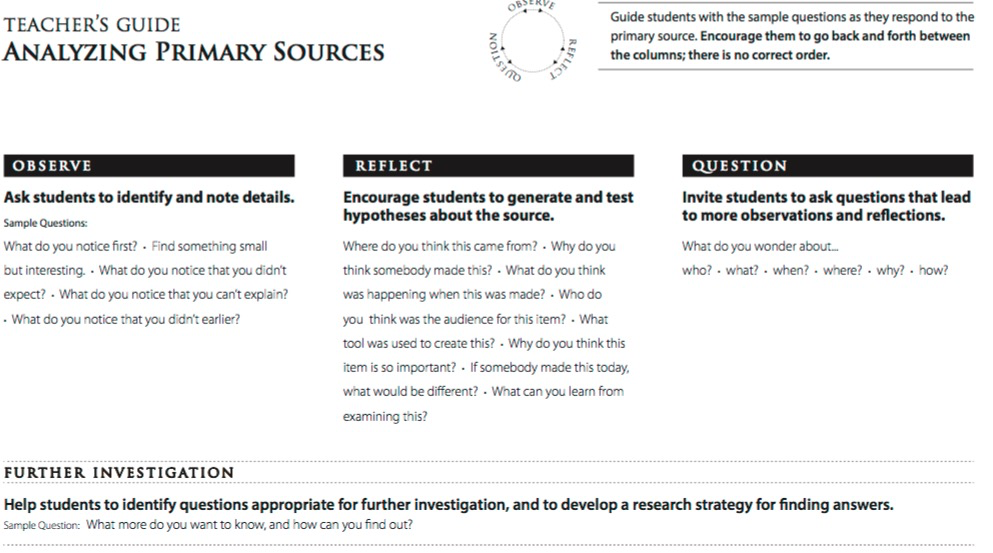
**Independent Practice –**

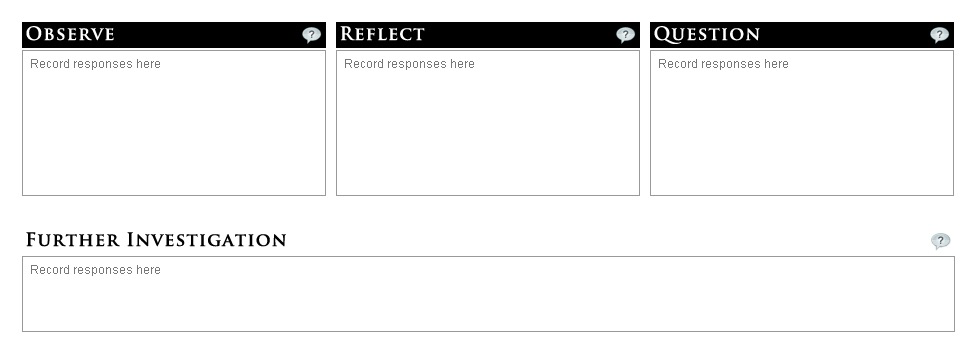
Students analyze their selected photo, recording their thoughts on the

The photo and analysis tool will be saved for later use, in Activity Four, (Group activity, combining and choosing different sources previously analyzed and their analysis tool).

**Additional Extension** could be “The deportation and hostility of Mexican Americans and Mexican Immigrants during the great depression”.

**Teachers Guide, and Student handout.**





**Assessments for the Grapes of Wrath Lesson**

This unit has two forms of assessments. The first is turning in a completed Primary Source Analysis Tool worksheet for all man topics in lessons 1-3: photos, audio files and texts. The Primary Source Analysis Tool includes section on observation, reflection, questioning and further inquiry. Second, students will turn in a completed scrapbook that includes data collected from the previous lessons. I did not see any rubric but the lessons have specific criteria that needs to be met for every lesson individually and in groups.

Alternate or additional assessments that could be used are a radio news broadcast or a diary. The radio broadcast could include reports on unemployment, available employment, government programs, stock market reports, interviews and society. The diary could include various entries from the perspective of a person of the time, such as a farmer, business man, family member or politician. Each entry must address feelings and facts of key events, important figures, and community/society.

**Ideas for extension of lesson:**

**Show the Grapes of Wrath movie (1940)**

1. Use songs to enhance student understanding of the film and the larger issues of the Great Depression. Provide copies for students or use overheads of songs such as E. Y. Harburg and Jay Gorney's "Brother, Can You Spare a Dime?", Alfred Hayes' "I Dreamed I Saw Joe Hill Last Night" or Woody Guthrie's "So Long, It's Been Good to Know Yuh" and "Ain't Gonna Be Treated This Way."
2. Students can create movie posters to advertise "The Grapes of Wrath." Display these in the classroom.
3. The film "Grapes of Wrath" presents one of the New Deal's programs to help migrants through the Resettlement Administration (RA). Wheatpatch is representative of a series of camps established by the RA. Students can investigate this program as an optional activity. Compare and contrast the RA program with non-governmental efforts to establish migrant camps.

**Differentiated instruction (DI) modifications:**

As there is only one type of graphic organizer used in the lesson (called the Primary Source Analysis Tool), providing other types of graphic organizers to help diverse learners better organize information and concepts in their own ways can be one DI modification. The site, <http://www.trumanlibrary.org/psource.htm>, has many different types of organizers to assist in analyzing a variety of primary sources; below are some example graphic organizers I found as well (see Page 2 of this document).

Key vocabulary lists with clear explanations, and possibly with some illustrations, can be provided for individuals (e.g., English language learners) that need help with vocabulary.

Having students collaborate to complete a scrapbook can be beneficial for many individuals. For example, peer support and student-student scaffolding can take place, shy students might find it easier to talk in a small-group setting, etc.

The multi-media used for some of the primary sources (i.e., folk music, sound recordings, interviews) in the lesson can benefit many auditory learners. Additionally, these audio sources can be beneficial for students that need reading support.

**Extension Idea**:

Students can create a newspaper article on a topic of their interest that relates to the Dust Bowl and/or the Great Depression. For example, students might choose to write about different perspectives of the migrant workers (compare/contrast), write about some of the

living conditions during the Dust Bowl, etc—all are based on students’ analysis of primary sources.

